

SANDHILLS INTERMEDIATE

140 Lewis Rast Road
Swansea, South Carolina 29160

GRADES 5-6 Elementary School

ENROLLMENT 574 Students

PRINCIPAL Justin Nutter 803-568-1250

SUPERINTENDENT J. Franklin Vail 803-568-1000

BOARD CHAIR Jefford Hart, Jr. 803-568-2262

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	40	54	5	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

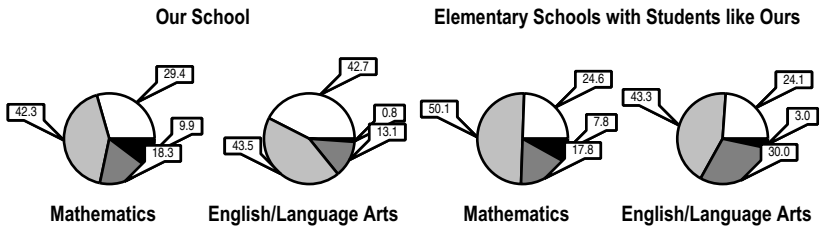
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	559	99.3	42.4	43.7	13.1	0.8	22.4	Yes	Yes
Gender									
Male	282	99.3	50.8	41.0	7.8	0.4	15.2		
Female	277	99.3	33.9	46.5	18.5	1.2	29.5		
Racial/Ethnic Group									
White	425	99.1	40.5	44.3	14.2	1.0	25.0	Yes	Yes
African-American	123	100.0	46.8	43.2	9.9	0.0	14.4	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	457	99.6	37.2	46.4	15.4	0.9	25.4		
Disabled	102	98.0	67.0	30.7	2.3	0.0	8.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	559	99.3	42.4	43.7	13.1	0.8	22.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	559	99.3	42.4	43.7	13.1	0.8	22.4		
Socio-Economic Status									
Subsidized meals	397	99.2	46.4	43.6	8.9	1.1	17.5	No	Yes
Full-pay meals	162	99.4	32.7	44.0	23.3	0.0	34.0		

Mathematics - State Performance Objective = 15.5%									
All Students	559	99.5	29.0	42.5	18.4	10.0	41.8	Yes	Yes
Gender									
Male	282	99.7	32.8	41.0	15.6	10.5	39.8		
Female	277	99.3	25.2	44.1	21.3	9.4	43.7		
Racial/Ethnic Group									
White	425	99.3	27.3	41.2	19.8	11.6	45.9	Yes	Yes
African-American	123	100.0	35.1	47.7	12.6	4.5	27.0	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	457	99.6	21.4	45.6	21.1	11.9	47.7		
Disabled	102	99.0	65.2	28.1	5.6	1.1	13.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	559	99.5	29.0	42.5	18.4	10.0	41.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	559	99.5	29.0	42.5	18.4	10.0	41.8		
Socio-Economic Status									
Subsidized meals	397	99.2	32.5	44.4	14.7	8.3	36.4	Yes	Yes
Full-pay meals	162	100.0	20.7	38.0	27.3	14.0	54.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	295	98.6	50.0	37.7	12.3	N/A	12.3
	Grade 6	297	100.0	47.9	34.8	14.6	2.6	17.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	281	99.3	31.6	54.5	13.5	0.4	13.8
	Grade 6	279	99.3	52.7	32.2	13.9	1.1	15.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	295	99.3	34.9	46.8	14.9	3.3	18.2
	Grade 6	297	100.0	28.5	41.9	18.7	10.9	29.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	281	98.9	31.0	47.1	15.0	6.9	21.9
	Grade 6	279	100.0	28.0	37.8	21.8	12.4	34.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 574)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.3%	Up from 0.2%	3.5%	2.7%
Attendance rate	94.8%	Down from 96.1%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.0%		3.5%	3.5%
Eligible for gifted and talented	11.4%	Up from 8.5%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Down from 14.9%	8.9%	8.2%
Older than usual for grade	0.7%	Down from 2.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.0%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	44.4%	Down from 50.0%	47.6%	51.4%
Continuing contract teachers	61.1%	Down from 71.1%	88.1%	87.5%
Highly qualified teachers**	81.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	11.5%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	86.7%
Teacher attendance rate	94.8%	Down from 95.6%	94.6%	94.9%
Average teacher salary	\$34,503	Down 0.3%	\$39,961	\$40,760
Prof. development days/teacher	10.5 days	Down from 11.7 days	12.9 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.9 to 1	18.5 to 1	18.9 to 1
Prime instructional time	88.1%	Down from 90.4%	89.5%	90.0%
Dollars spent per pupil*	\$5,331	Up 3.4%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	62.5%	Up from 58.4%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Up from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sandhills Intermediate School's mission is to "Insure Every Student's Success" by making learning the primary focus of all decisions. Our 2003-04 theme, "Building Bridges," emphasized our need to continue to build effective relationships to improve our school's culture, curriculum, and collegiality. With the ongoing collaboration of our faculty, students, parents, and community, we have made significant progress in building bridges for success this year.

Significant improvements that have been facilitated by our instructional team with the assistance of our School Improvement Council have included the creation of a Parent Volunteer Program to improve parent involvement and the initiation of a student Mentor Program to promote the success of "at-risk" students. In addition, we revised our Crocodile Pride Student Incentive Program to promote academic achievement, student attendance, and student conduct.

To enhance student performance, instructional coaches have supported teachers in the use of best practice in instructional strategies, student assessments, quality literature use across the curriculum, and technology throughout the learning process.

We have continued to revise our quarterly benchmark assessments in order to acquire data that will result in focused academic improvement by our students.

Future challenges identified by the SIS School Improvement Council include increasing student achievement in language arts, increasing the use of inquiry-based science instruction, and promoting parent and community involvement. In order to meet these challenges, our focus for the 2004-2005 school year includes implementing a new language arts curriculum, utilization of our language arts and science instructional coaches to improve teaching and learning, and increasing family involvement in the educational process of students.

The SIS Instructional Team and the SIS School Improvement Council invite you to take an active role in the success of Sandhills Intermediate School this year. We will continue to demonstrate a committed effort to building bridges with our students, families, and community in order to "Insure Every Student's Success."

Justin Nutter, Principal

Neal Myers, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	243	157
Percent satisfied with learning environment	93.9%	77.7%	68.6%
Percent satisfied with social and physical environment	97.0%	77.6%	67.5%
Percent satisfied with home-school relations	64.7%	88.8%	60.1%

*Only students at the highest elementary school grade level at this school and their parents were included.